

Unit Title: Being at work

Lesson Title: Applying for a job

Curriculum Area (s): According to the programme of studies for senior high school, students should be able to talk and write about issues referring to the job market like asking for a job and talk about professional qualifications, abilities and skills. They should be able to fill in forms. Finally, they should be able to evaluate, rank and use information given logically and produce oral or written speech using it.

Author: Erietta Tzalmakli

Author Contact: eriettat@yahoo.gr

Grade Level: C Class of 67th Senior High School of Athens (In the class there are three sections with about 20 students each.) At this level the students usually ask what the steps for applying for a job are.

Book used in class : Take off B1+, Hillside Press

In the previous lessons : Unit 12: 1) pages 162-163, Reading - 4 people talking about part time jobs - which we are going to skim, scan, do the reading comprehension questions, discuss.

2) pages 164-165 Vocabulary

3) pages 166-167 Grammar (linking words, so/such, although/despite, in order to/to, in case etc)

4) page 160 Listening (People talking about their jobs)

5) pages 168-169 Speaking (Jobs)

6) a video of an interview for a job : <https://www.youtube.com/watch?v=I2IDGXX5-YY>

7) page 170 Writing : An email of application(part one)

(Appendices 1-9)

Time Required: 45 minutes

Instructional Groupings:(Are you using whole group, small group, partners,quads, homogeneous, heterogeneous?)

Depending on the students' answers in the K-W-L table they will be divided into three groups according to what they know about "how we apply for a job" (readiness)

Materials:1. An authentic CV and an email of application which students will have to fill in

2. An exercise from their book

3. Cards with authentic interview questions and answers

4. Cards with job applications with a problem

5. Authentic interview questions

6. Authentic classified ads

Overview: (What is the purpose of the lesson?)

That the students learn how to make a Curriculum Vitae, write an email of application and know how to deal in an interview for a job

What will I differentiate?

Content Process(mainly) Product

How will I differentiate?

For **readiness**(mainly) interest learning profile affect/learning environment combination

As a result of this lesson/unit according to Bloom's taxonomy students will...

Choose and **copy** the right phrases to use

Categorize information and **use** it to **construct** written material

Select and **retell** written information

Act out oral material

Correct the order of phrases

Put into their own words

Use information to **produce** written material

Interview one another and **role-play**

Organize information to **construct** a piece of writing

Choose and **classify** information

Compose an email of application

Synthesize information to **write** a CV

Rank, justify and **elaborate** to **adapt** in a real situation

Pre-Assessment (How will you find out about where your students are at for this lesson? What will your pre-assessment look like?)

At the end of the previous writing lesson the students are going to fill in the K-W-L chart (the Know and Want to know parts) answering the questions:

1. What is a CV?
2. What information do you include in a CV?
3. What is an email of application?
4. To whom are you sending it?
5. Is it formal or informal?
6. How many paragraphs should it have?
7. What should each paragraph include?
8. What would a possible employer ask you in an interview for a job?
9. What would you ask?

(Appendix 11, K-W-L)

Based on the information I will get from that chart I will create three groups according to readiness.
(lower, middle, advanced)

Steps in the Lesson: Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc

Teacher does/says . . .	Students do/say . . .	Approximate Time
Puts Students in groups		2 minutes
writes the objectives on the board and explains them to the Sts explains exactly what students are going to do.	ask questions if any	3 minutes
explains that each group should do three activities but if they want they can choose two from their column and one from another one as long as they all do a CV, an email of application and an interview (Appendix tasks) and then gives students hand-outs with the activities and the worksheets of the 1 st exercise (Appendix Take off, page 170, ex1), (Appendix CV1a), (Appendix CV 1b), (Appendix 1c, pet sitter)		4 minutes
goes round the class, explains and helps students	do their first activity	6 minutes
gives hand-outs of the 2 nd activity (Appendix email matching 2a), (Appendix 2b, Take off, p.171, ex.5), (Appendix 2c, email for internship), goes round the class, explains and helps students	do their second activity	7 minutes
gives hand-outs of the 3 rd activity (Appendix 3a memory game), (Appendix 3b interview questions), (Appendix job interviews with a problem, 3c) goes round the class, explains and helps students	do their third activity	8 minutes
asks the students to act out their interviews in turns	The teams act out their interviews	10 minutes
asks students to fill in the "Learn" part of the K-W-L chart answering the same questions.	do the self-assessment activity	5 minutes

Tasks (Appendix Tasks)

You can do two exercises from your list and one from another list but you should all do a CV, an email of application and an interview

<p>Group A (Lower) 1a. You read the classified ad in ex.1 p. 170 in your CB and want to apply for the job. Fill in the Curriculum Vitae using the phrases below it. When you finish stick your CV on the board.(6 minutes)</p> <p>2a. As a group read the advertisement and then put the sentences of the email of application in the right gap. When you are ready, stick it on the board. (7 minutes)</p> <p>3a. Memory game : Put the cards upside down. Open them and read them for a minute. Then close them again. Using your memory, try to match the questions with the answers. Whoever does it, takes the two cards. The one that will collect most of the cards wins. When we all finish you will act out the questions with their right answers (8 minutes)</p>	<p>Group B (middle) 1b. You read the classified ad in ex.1 p. 170 in your CV and want to apply for the job. Individually fill in the Curriculum Vitae. Whoever finishes, sticks it on the board (6 minutes)</p> <p>2b. As a group, do ex.5, p.171 in your CB (Imagine you are applying for a summer job in a hotel. Tick (✓) the four things which it would be best to mention in your email of application) When you finish put them in order and write about each one of them. Then stick them on the board (7 minutes).</p> <p>3b. In your group put the interview questions in order, then each one of you choose one (different for each one) and answer it in written. When we all finish you will act them out (8 minutes)</p>	<p>Group C (advanced) 1c. You've read an advertisement for a dog-sitter in the UK, which you are interested in. In pairs (or trios) write the Curriculum Vitae you are going to send. When you finish stick it on the board (6 minutes)</p> <p>2c. In your group read the advertisement for an internship and write the email of application. (7 minutes)</p> <p>3c. Role-play in pairs (or trios): Student A chooses an advertisement and reads it. It's about a job but there is a problem. Student(s)B (and C) does/do not see it. Student A just says what job the ad is about (e.g a LAWYER). Student (s)B (and C) interview(s) student A to hire him/her in the company as a lawyer. Student A should not reveal the problem until he/she is asked the right question. Write down your questions and answers. When we all finish, you will act it out (8 minutes)</p>
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Closure Activity/Wrap up: *This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.*

Students will be asked to fill in the "Learn" part of the K-W-L chart answering the same questions
(Appendix 11 K-W-L)

Follow-up

Students are asked to write the email of application in their book as homework. (Appendix 10)

Reflection

Describe how this lesson demonstrates the use of DIFFERENTIATED INSTRUCTION. Also discuss why this lesson is appropriate for the age/grade and proficiency level of the students you are targeting.